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ABSTRACT

This volume, the proceedings of a 1992 conference, presents 14 papers which take a neuropsychological approach to attention deficit disorder, attention deficit disorder with hyperactivity, and learning disabilities. Papers have the following titles and authors: "A New Conceptual Model for Dyslexia" (Sally E. Shaywitz et al.); "Experimental and Clinical Models of Attention Deficit Hyperactivity Disorder (Walter E. Kaufmann); "Learning Disability Subtypes: Splitting versus Lumping Revisited" (Stephen R. Hooper and Carl Swartz); "Fragile X Syndrome: A Behavioral Genetics' Window into Understanding Social Emotional Learning Disability" (Thomas Baumgardner and Allan L. Reiss); "Familial Dyslexia: Genetic, Behavioral, and Imaging Studies" (H. Lubs et al.); "Interrelationships between Reading Disability and Attention Deficit-Hyperactivity Disorder" (Bennett A. Shaywitz et al.); "Early Detection of Learning Disability" (Bruce K. Shapiro); "The Role of Language in Learning Disabilities" (Elisabeth H. Wiig); "Social Deficits in Children with Learning Disabilities" (Wendy L. Stone and Annette M. La Greca); "Diagnosis and Treatment of Depressive Disorders in Children with Learning Disabilities" (Paramjit T. Joshi); "Conduct Disorder versus Oppositional Defiant Disorder: Endpoint of Learning Disabilities" (Pasquale J. Accardo); "Educational Interventions in Learning Disabilities: Follow-up Studies and Future Research Needs" (Doris J. Johnson); "The Establishment of Self-Regulation and Social Understanding in Children and Adolescents with ADHD: Family Factors" (James C. Harris); and "Learning Disabilities: Beyond the School Years" (Michael Bender). References accompany individual papers. (DB)